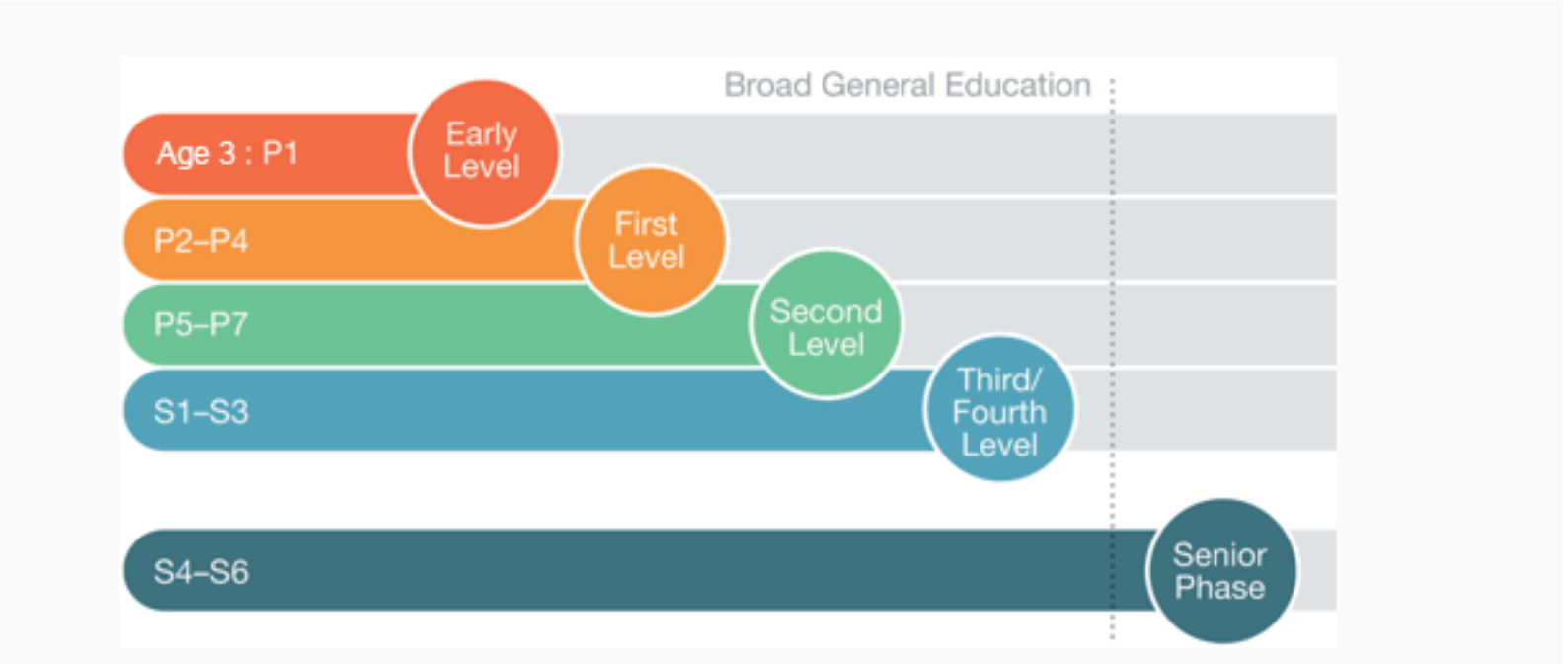
S4 Information Evening

Tuesday 1st September

Programme

- Welcome
- Factors which Impact Pupil Attainment
- Key Dates
- How to Interpret Monitoring + Tracking Information
- Achieve Resource
- Supporting Young People
- The Role of our Careers Advisors

Broad General Education ⟹ Senior Phase



Scottish Credit + Qualifications Framework (SCQF) Framework

Level 4 – National 4 (Pass/Fail)
Level 5 – National 5 (Graded A – D)
Level 6 – Higher (Graded A – D)
Level 7 – Advanced Higher (Graded A – D)

Qualifications Scotland

- The awarding body for certification in Scotland has changed from the SQA to Qualifications Scotland (QS)

- This is part of a wider review of the Scottish curriculum, but this review will not impact young people who are currently in S4.

Grade Bandings

In the Senior Phase, when we send any information home, we will use grade bandings. These are also used by Qualifications Scotland when determining pupil results at the end of the year.

- Grade band 1+2 = A
- Grade band 3+4 = B
- Grade band 5+6 = C
- Grade band 7 = D
- Grade band 8+9 = No Award

Notional Cut – Off Scores

Although these sometimes change as Qualifications Scotland revise cut off scores, the grade bands normally break down as follows:

- Band 1 >85%
- Band 2 70 – 84%
- Band 3 65 – 69%
- Band 4 60 – 64%
- Band 5 55 – 59%
- Band 6 50 – 54%
- Band 7 40 – 49%
- Band 8+9 <40%

Factors that impact on Pupil Attainment – Timekeeping

- We place a very high regard on timekeeping.
- We have a warning bell that sounds at 8.45am, and pupils are considered to be late after 8.50 am.
- A lot of important information for pupils is delivered during the 10 minute registration period from 8.50 – 9am.
- When we are asked to provide a reference for a pupil, the consistent themes that we are asked to reflect on, are attendance and timekeeping.
- We are trying to instil good habits that will stay with pupils throughout their life post-school.
- Timekeeping is a contributing factor to becoming a prefect in S6.

BEING ON TIME MATTERS



3 full school days lost



9 full school days lost



20 full school days lost



30 full school days lost

Together we care. Together we learn. Together we thrive.

Factors Which Impact Pupil Attainment – Attendance

National 5 English

Across all candidates who sat National 5 English in 2026, the average band was **2.7**

Pupils who had 95-100% attendance, the average band was **2.4**
Pupils who had 90-95% attendance, the average band was **2.6**
Pupils who had 85-90% attendance, the average band was **3.7**
Pupils who had 80-85% attendance, the average band was **4.0**

Factors Which Impact Pupil Attainment – Attendance

- Pupil A
  - 86% attendance
  - Multiple complex challenges at home and with accessing school
  - 1 x National 4 awards
  - 6 x National 5 awards (1A, 3Bs, 2Cs)

WHAT DO ATTENDANCE PERCENTAGES MEAN?



0 days absent



10 days absent



19 days absent



38 days absent

Together we care. Together we learn. Together we thrive.

Attitude/Effort

- Nothing that we do in the school, can have more of an impact on how successful pupils are, than the effort and attitude that they display on a day to day basis.
- We always want to work in partnership with the parent body, so through M+T Statements and phone calls from guidance staff and DHTs, we will alert you if your son/daughters attitude and/or effort drops at any point in the year.
- Please let us know about anything that is happening at home, that might be impacting young people when they come into school.

This is the first year of the senior phase – and for some, the last year of school

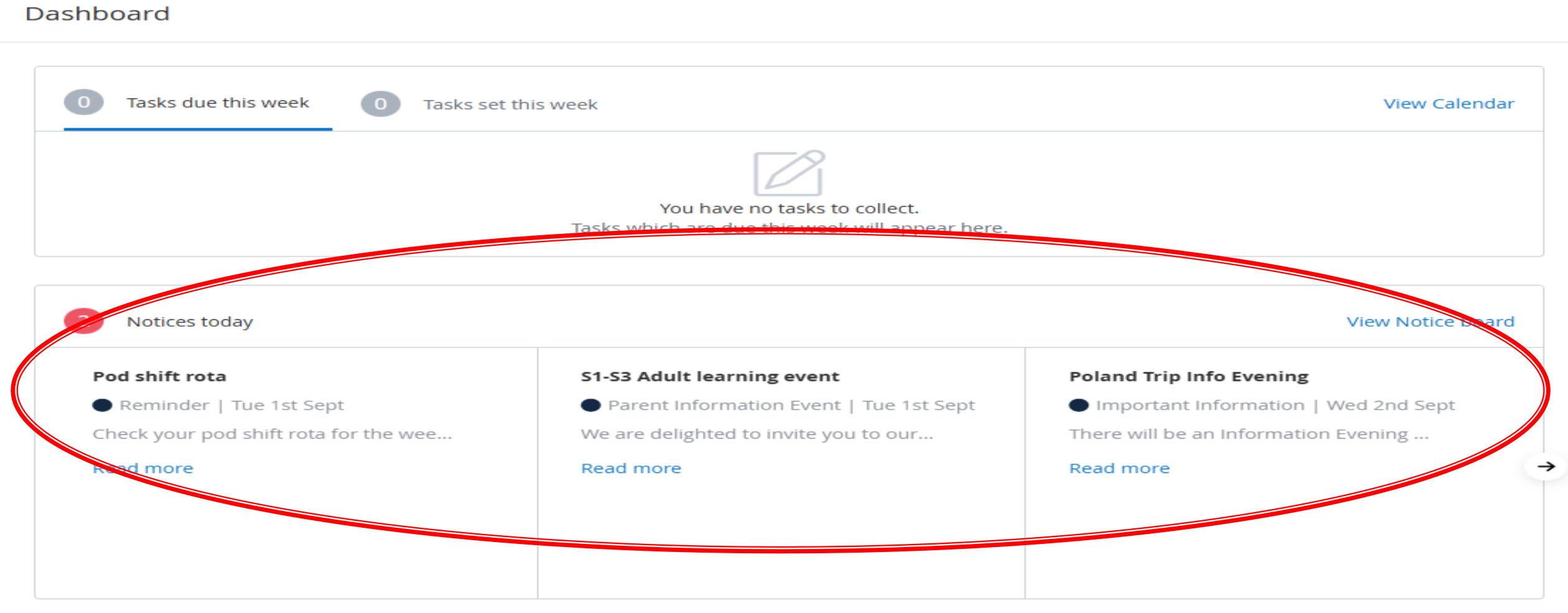


Satchel – Homework

- All homework that is issued in the Senior Phase, will be recorded on Satchel. You will be able to see the issue date, when it is due to be returned, and the rough expectation of how long is to be spent on it.
- Completion of homework will reinforce learning, allow for greater teacher feedback on work, and build positive habits.
- If you think that your son/daughter is getting too much, or too little homework, then **please contact** guidance staff in the first instance.

Satchel

- We will use Satchel frequently to share information with parents.
- Please ensure that you check the ***Noticeboard*** regularly, as we will share general information here; in relation to events, opportunities and announcements.



Supported Study

- Supported study blocks will run as follows:
  - S4 Block 1 – Starts 19th October (6 weeks)
  - S4 Block 2 – Starts 22nd February (6 weeks)

Targeted Supported Study

- Sessions will be in-person at the end of the school day
- Deliberately trying to keep class sizes small
- Participants will be targeted based on **need**
- Expectation of engagement, and attendance will be closely monitored

Universal Supported Study

- The same material which will be delivered during the in-person sessions, will be made available in the Universal Supported Study Team
- We will track how many sessions each pupil has accessed

Universal Support Resources

Please see a weekly plan below. You can find the PowerPoints for the entire course attached and in the files section above. We have also created video lessons which should condense information and allow you to revisit certain topics delivered in class.

Week 1 (wb 27/02) - Factors Impacting Performance (Physical & Mental)
Physical factors Video.pptx
Mental factors Video.pptx

Week 2 (wb 06/03) - Factors Impacting Performance (Emotional & Social)
Emotional factors Video.pptx
Social factors Video.pptx

Week 3 (wb 13/03) - Methods of Gathering Information (SCAT)
1. Describe SCAT Video Lesson.pptx

Week 4 (wb 20/03) - Approaches to Develop Physical Factors (Interval Training)
1. Describe Interval Training Video Lesson.pptx

Week 5 (wb 27/03) - Approaches to Develop Mental Factors (Positive Self Talk)
2. Describe Positive Self Talk Video Lesson.pptx

Week 6 (wb 17/04) - Revision of Topics above

If you have any questions at all please feel free to post a comment or come and speak to us in person within the PE Department.
see less

Key Dates – S4

Online Parents Meeting	Tuesday 8th September
Monitoring + Tracking Data	Friday 7th October
Supported Study Begins (Block 1)	Monday 19th October
Emergency First Aid at Work Training	26th October – 3rd November
Start of Prelims	Friday 27th November
Monitoring + Tracking Data	Thursday 10th December
Prelim Results Shared on Satchel	Wednesday 16th December
S4 – S5 Option Choice Info Evening	Monday 11th January
In-Person Parents Meeting	Tuesday 12th January
Monitoring + Tracking Data	Monday 8th February
Supported Study Begins (Block 2)	Monday 22nd February
Monitoring + Tracking Data	Thursday 1st April
SQA Exams/Study Leave Begins	*Friday 23rd April* (provisional date)

S4-S6 Monitoring & Tracking

Overview M&T & Key Terms

Procedures & Interventions

M&T

- ✓ **Effort + Behaviour + Homework**
- ✓ **Target Grade**
- ✓ **Working Grade**

Staff Input - Sep, Nov, Jan, March

Issue Dates

- Friday 7th October
- Thursday 10th December
- Monday 8th February
- Thursday 1st April

Key Terms- Ratings for Effort, Behaviour and Homework

- Ratings should reflect pupil's approach

- Poor ratings will often explain discrepancies between Target Grades and Working Grades

Effort		Behaviour		Homework	
1	Always works conscientiously	1	Always behaves well	1	Always makes a good attempt
2	Usually works conscientiously	2	Usually behaves well	2	Usually makes a good attempt
3	Making some effort but capable of more	3	Some improvements required	3	Occasionally makes a good attempt
4	Rarely puts in the effort to make good progress	4	Serious concerns	4	Rarely makes a good attempt

Key Terms- Target Grade

- What grade pupils are **capable of attaining if barriers to their learning are removed** and they work to their **full potential**
- Based on all previous evidence but **most importantly on professional judgement of staff – not pupil aspirations**
- Discussed with pupils
- Not adjusted according to pupil effort

Key Terms- Working Grade

- **Grade that pupil is on track to achieve by the end of the course if they were to continue to show the same level of progress**
- Evidence from classwork, homework and assessments
- Teacher will take into consideration stage in the course, grade boundaries and level of expectations accordingly
- Grade **can be adjusted each period and used to flag up concerns**
- Will be discussed with pupil during learner conversations

Target Grade	Working Grade
○ Grade pupil could attain **if all barriers to learning removed** and they were to work to their **full potential** ○ Should not be adjusted	○ Grade pupil is **on track to achieve** by the end of the course **- if current level of progress maintained** ○ Adjustable and used to flag concerns if discrepancy with Target Grade ○ Linked to Effort, Behaviour, Homework

National 4	National 5	Higher & Advanced Higher
○ **Pass** indicated as an **8** ○ **Fail** indicated as a **9** ○ Target Grades for all N4 pupils should be an **8**	Graded **A-D** and progress indicated by relevant band i.e. ○ **A- 1 or 2,** ○ **B- 3 or 4** ○ **C- 5 or 6** ○ **D- 7** ○ **No award -8 or 9**	Graded **A-D** and progress indicated by relevant band i.e. ○ **A- 1 or 2,** ○ **B- 3 or 4** ○ **C- 5 or 6** ○ **D- 7** ○ **No award- 8 or 9**

Procedures

- **Learning conversations** to celebrate success/ set targets/ agree actions or interventions. Pupils record these digitally or in a paper based booklet.

- **Fixed item on departmental agendas** - P.Ts discuss pupils who are 'off track' and outline interventions

- **Guidance staff liaise with year heads to discuss pupils who are off track** - Pupil interviewed - if necessary contact made with parent/carer to highlight concerns

- If no improvement following intervention - **matter referred to Year Head and parents/carers contacted by year heads to discuss concerns and next steps**

Interventions & Support

- **Learner Conversations Record**
- **Supported Study Programme** (Universal & Targeted)
- **Study Modules** (Organisation/ Time Management/ Growth Mindset/ Study Techniques etc)
- **Exam Workshops** (LiveNLearn)
- **Easter School**
- **Teams/ Satchel/ Youtube/ School Website – Online Resources**

Achieve Tutorial Session

- What is Achieve?
- An interactive platform to help you structure revision and make the most of your time whilst revising.

UNIVERSAL SUPPORTS

- Guidance Teacher
- Wellbeing Tracker
- S4 Specific Redeveloped PSE Materials
- Wellbeing Ambassador Programme
- Daily Wellbeing Clubs @ lunch
- Learning Support Resource

The Young Person

TARGETED SUPPORTS

- Live + Learn Councillor
- Wellbeing Sessions
- 1-1 with Guidance Teacher
- MCR Coordinator
-

Skills Development Scotland

Careers Advisers Bishopbriggs Academy :

Sandra Fleming : (Burns, Fleming, Macdonald & Thomson House Groups)

Niamh Collins : (Kelvin & Muir House Groups)

My World of Work

Skills Development Scotland

Sandra Fleming will be at the S4 Parents Evening on Wednesday 10th September

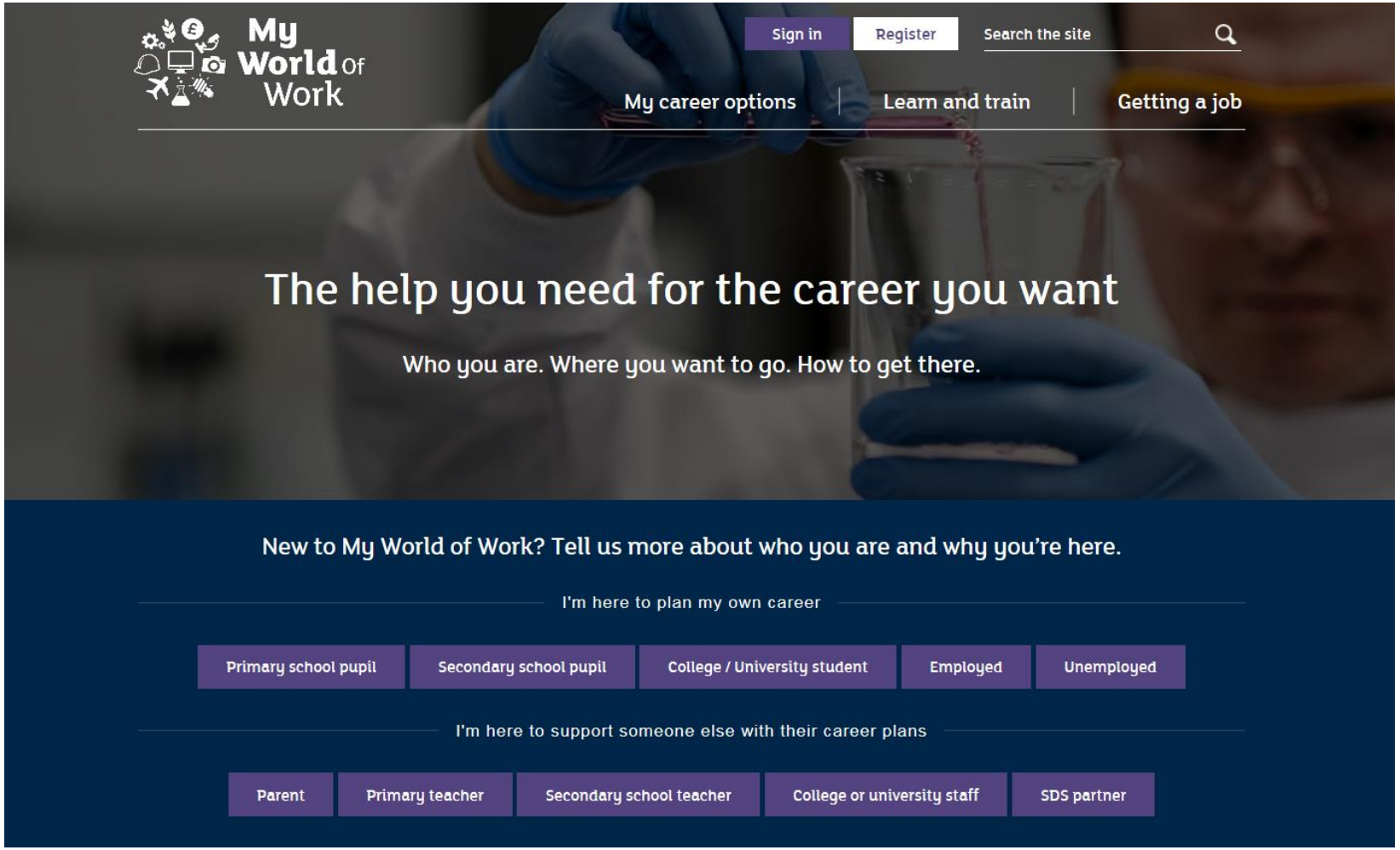
Careers Drop-In's for S1 –S6 take place during lunch break:

Sandra : Mondays & Tuesdays - Guidance Base
Thursdays & Fridays - Room G145

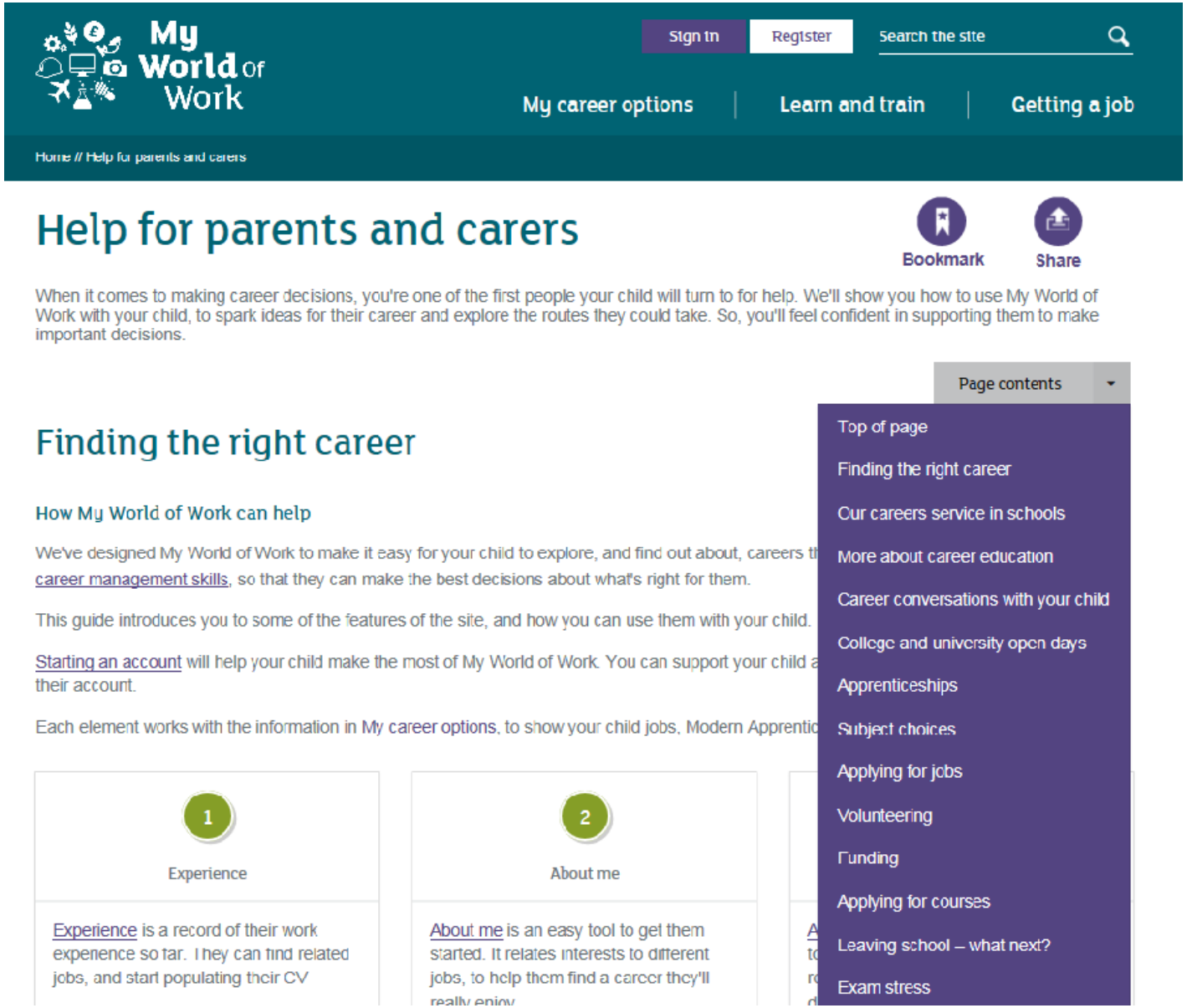
Niamh : Mondays & Tuesdays – Room G145

My World of Work

How My World of Work can help you



Parents' resources



SDS support continues after school – for you and your young person if you need it

We are here for everyone, our service is completely free and easy to access – we have a network of high street careers centres all over Scotland.



find an SDS careers centre online:

myworldofwork.co.uk/centres

Thank you for your attention

Please don’t hesitate to get in touch with the school if you have any questions

S4 Parental Information Evening - Feedback Form 2026